



## **Bridging the Gap : Aligning Teachers' Pedagogical Beliefs with Learners' Preferences of English Language Learning in The Adaptive Learning Era**

**Priscilla Maria Assis Hornay\*, Damianus Talok, Kletus Erom**

English Education Study Program, Universitas Katolik Widya Mandira, Indonesia.

\*Corresponding Author. Email: [priscillaassishornay@unwira.ac.id](mailto:priscillaassishornay@unwira.ac.id)

**Abstract:** This study aims to investigate the differing viewpoints of teachers and students regarding classroom participation, material delivery, teaching media, and assessment methods in the adaptive learning era. The study employs quantitative method, which involves the systematic collection and analysis of numerical data through statistical techniques. This study includes 10 teachers and 50 EFL undergraduate students from two universities in Indonesia, using a Likert scale questionnaire to collect data on various aspects of English language learning. The data were analysed using a t-test to find the mean, standards deviation, and *p* value of the responses in order to ascertain significant differences between the teachers and the students. The results reveal significant disparities between teachers' and students' perceptions across different dimensions of learning. While teachers prioritize delivery strategies and assessment methods, students focus more on delivery modes and traditional assessment types. However, both groups acknowledge the importance of autonomous learning and the effectiveness of diverse teaching media in enhancing engagement and motivation. The findings underscore the need for a balanced approach to learning that integrates both teacher preferences and student needs. Ultimately, understanding and addressing these discrepancies is essential for promoting meaningful and inclusive educational experiences in the adaptive learning era.

### **Article History**

Received: 24-04-2024

Revised: 26-05-2024

Accepted: 29-06-2024

Published: 15-07-2024

### **Key Words:**

Teacher Beliefs; Student Voice; EFL.

**How to Cite:** Assis Hornay, P., Talok, D., & Erom, K. (2024). Bridging the Gap : Aligning Teachers' Pedagogical Beliefs with Learners' Preferences of English Language Learning in The Adaptive Learning Era. *Jurnal Paedagogy*, 11(3), 483-495. doi:<https://doi.org/10.33394/jp.v11i3.12082>



<https://doi.org/10.33394/jp.v11i3.12082>

This is an open-access article under the [CC-BY-SA License](#).



## **Introduction**

The Covid-19 outbreak has forced educational institutions to abruptly adapt to the new normal where face-to-face classes are replaced by distance learning, following World Health Organization guidelines (World Health Organization, 2020) to minimize the spread of the disease. Therefore, teaching staff and students are forced to use digital technology for the teaching and learning process or take other more difficult paths. In fact, the government has also supported the use of digital technology which is then expected to further encourage universities to embed Digital Technology (DT) to improve the learning experience of their students.

However, given the emergence of the Covid-19 pandemic and changes in government policy regarding learning in educational institutions, this teaching methodology is urged to be applied even though both teachers and students are still in the process of getting to know this new system. However, in the adaptive learning era, face-to-face learning is again applied by various educational institutions. Not a few universities in East Nusa Tenggara (NTT) are returning with conventional learning. Therefore, this time is seen as an important time to know the point of view of teachers and students about the approach to learning and teaching English. Whether the teachers and students are able to adapt to this learning system, or are



more interested in modifying it, or perhaps prefer conventional learning will be an interesting point to explore.

'A belief is a proposition that may be held consciously or unconsciously, is evaluative because it is accepted as truth by one or several individuals, and is therefore imbued with emotional commitment; serves as a guide for thinking and behaving' (Borg, 2001). 'There is overwhelming evidence to suggest that teachers are strongly influenced by their beliefs, which in turn are closely linked to their pedagogical values, worldview, and understanding of their role in it (Xu, 2012). Teachers' beliefs can be influenced by a variety of factors such as the experience and knowledge they gain in an educational environment as found by Özmen (2012) and Debreli (2012). In addition, teachers often bring with them beliefs about learners; about teaching and learning; about the self and about their role in teaching (Seymen, 2012). Therefore, by recognizing these beliefs, we can also understand what educators actually bring into the classroom when designing and planning their teaching.

Understanding the complex interplay between teachers' beliefs and their instructional practices is crucial for effective pedagogical development. Research has consistently highlighted the profound impact of teachers' beliefs on their teaching strategies, classroom interactions, and student outcomes (Mohamed, 2006; Tondeur et al., 2017; Zheng, 2013). For instance, a study by Mohamed (2006) demonstrated how teachers' beliefs about teaching directly influenced their instructional decisions, leading to differential treatment of students based on perceived academic aptitude. Furthermore, teachers' beliefs are not static; they can evolve over time through professional development, reflective practice, and collaborative learning experiences (Mohamed, 2006; Zheng, 2013). This dynamic nature underscores the importance of ongoing support and training programs aimed at challenging and refining educators' beliefs to align with evidence-based practices and educational goals.

Therefore, teachers' beliefs play a fundamental role in shaping their instructional approaches and classroom dynamics (Hornay, 2020). By acknowledging and critically examining these beliefs, educators can cultivate a deeper understanding of their pedagogical stance and its impact on student learning. Moving forward, continued research and professional development initiatives are essential for promoting pedagogical practices that are informed by evidence, reflective of diverse learner needs, and conducive to meaningful educational experiences.

On the other hand, students have various differences when it comes to learning. 'The difference is not only in terms of their age and level, but in terms of different abilities, knowledge and preferences of individuals' (Brown, 2007). Nation & Macalister (2010) emphasizes that it is important for teachers to give learners or students the opportunity to take responsibility for their own learning. The views of learners are normative and have a basis in ethical and moral practice that aims to give learners the right to democratic participation in the teaching and learning process (Nation & Macalister, 2010). In a school context, learners' views are quite well understood, defined as: listening to and appreciating the views learners express regarding their learning experience; communicate learners' views to people who are in a position to affect change; and treating learners as equal partners in the evaluation of teaching and learning, thus empowering them to play a more active role in shaping or transforming their education (Seale, 2009).

Understanding the diverse learning needs and preferences of students is paramount for fostering inclusive and effective educational environments. Research has consistently underscored the importance of student agency and autonomy in the learning process (Agustina et al., 2022; Akhmadjonovna, 2021; Begum, 2019; Hornay, 2020; Hoxha & Tafani,



2015). Chan et al. (2014) found that when students are actively involved in decision-making and goal-setting, enhance their ability in goal setting, self-assessment, and self-determination.

Moreover, empowering students to voice their perspectives and preferences not only enhances their sense of agency but also promotes a culture of respect, equity, and collaboration in the classroom (Hornay, 2024). This participatory approach to education aligns with principles of social justice and democratic citizenship, wherein learners are recognized as active contributors to their own educational journey. Incorporating students' voices into the pedagogical decision-making process can also lead to more responsive and student-centered teaching practices (Hornay, 2024; Mohamed, 2006). By soliciting feedback, listening attentively, and valuing diverse perspectives, educators can create learning experiences that are more meaningful, relevant, and engaging for all learners.

Several studies have revealed students' perceptions of online learning in this pandemic era where in general the problems found are lack of access, student participation, and ineffective instructional design (Agung & Surtikanti, 2020; Alves dos Reis et al., 2021; Megawanti et al., 2020; Rahmawati & Putri, 2020; Satrianingrum & Prasetyo, 2020). From the educator's side, online learning is seen as limiting the maximum delivery of material, learning styles tend to be visual, and educators lack flexibility in controlling student activities (Satrianingrum & Prasetyo, 2020). A systematic review by Chowdhury & Behak (2022) on the challenges and prospects of online higher education in Bangladesh identifies several issues in the implementation of online higher education, including negative perceptions from teachers, parents, and students, as well as the digital divide.

Evaluation of learning in the classroom can be learned by the observation or perception of the people involved. Perception-based research often focuses either on educators' perceptions alone or learners' perceptions alone. The interaction between these two points of view has received less attention (Brekelmans et al., 2009). Previous research (Alves dos Reis et al., 2021; Illananingtyas, 2022; Mu'in et al., 2023; Wati et al., 2022) has not adequately examined the views of educators and students on learning in the adaptive learning era. Therefore, understanding the intricate dynamics between educators' and students' perspectives is crucial for developing effective strategies in the adaptive learning era of education. While some studies have delved into the perceptions of either educators or students separately, there remains a significant gap in research addressing the intersectionality of their viewpoints. Furthermore, exploring this intersection could provide valuable insights into how to bridge the gap between the two, fostering better communication and collaboration in the online learning environment.

The urgency of this research stems from the drastic shift in educational methods caused by the Covid-19 pandemic. The abrupt transition from traditional face-to-face learning to online and distance learning has created a pressing need to understand the perspectives of both teachers and students. This understanding is crucial to address the immediate challenges posed by the pandemic and to adapt effectively to the current situation in education. The novelty of this research lies in its focus on comparing the views of teachers and students regarding English language learning in the adaptive learning era. While previous studies have often looked at either educators' or students' perceptions separately, this research aims to explore the intersection of these viewpoints. Additionally, the context of East Nusa Tenggara (NTT), where universities are returning to conventional learning methods, provides a unique backdrop for understanding how educators and students are adapting to or modifying new teaching systems. Therefore, the purpose of the research is to gain a comprehensive understanding of the differences between teachers' and students' views on English language



learning during this adaptive era. By comparing these perspectives, the research aims to understand whether there is a preference for modifying digital learning methods or reverting to conventional face-to-face learning, identify the beliefs and perceptions that educators bring into the classroom, which can influence their teaching strategies and investigate the diverse learning needs and preferences of students to foster more inclusive and effective educational environments.

Since the establishment of the online learning in Indonesia due to the Covid-19 pandemic, online teaching and learning has become interesting to be investigated, especially in knowing the perceptions of teachers and students regarding the use of learning systems. Agung & Surtikanti (2020) in their research on Students' Perceptions of Online Learning during the Covid-19 Pandemic: Case Study of English Students at STKIP Uncle Talino, concluded that most English students were not ready for rapid changes in terms of teaching and learning styles. Various reasons were identified, and can be categorized into three factors: first, availability and continuity of internet connection, second, accessibility of learning media, and finally, compatibility of tools for accessing media. On the positive side, students also reported increased IT literacy even though they did not have gadgets that were compatible with this sudden high-tech change.

In line with the findings mentioned above by Agung, et al. (2020), and Megawanti et al. (2020), found that almost all respondents consisting of students from elementary to high school agreed that they were not happy with the provision of extending the learning period from home or School from Home. Even though they basically like the conditions of studying from home which are relaxed and not as stiff as at school, studying from home is not an option they would choose, especially for a long period of time. Respondents also admitted that the absence of a real and close teacher and colleagues meant they were unable to provide explanations, answers, or even a sense of happiness when studying online from home. Although several respondents admitted that studying from home allows them to more easily find answers via other sources such as Google, the desire to be able to go to school and meet teachers and friends is something they really miss.

Slightly different from the two studies, Satrianingrum & Prasetyo (2020) examines the teacher's perspective on online learning during the pandemic. They found that there were various impacts and challenges faced in implementing the online learning process at home. The teacher's perception regarding the impact on students is the inadequate availability of facilities and infrastructure, the difference in the atmosphere when studying in class and studying at home, which affects student motivation. And the tendency for online learning styles is visual and written. Teachers feel the burden on internet quota, especially if they are in an area where the signal is disrupted, monitoring of children's development is limited, teachers do not feel as free as in the classroom.

Educators' beliefs may become controversial if they are not met with students' hopes or expectations regarding teaching and learning. For example, some educators who believe that online learning tends not to provide room for interaction between educators and students may have the opposite view to students who believe that learning a language is about simply seeing or reading the material presented by the teacher. Some of the few studies on self-perceptions of educators and students report considerable differences (Brekelmans et al., 2009; Hornay, 2024). However, studies regarding the views of educators and students regarding English language learning in the adaptive learning era are still limited. Alves dos Reis et al. (2021) is one of the few studies that examines students' perceptions of learning post-Covid-19. They found that the shift to online or partially online mode did not change the





way students viewed the teaching/learning experience. However, this research only focuses on students' perceptions of teaching and learning conditions before and after Covid-19. Wati, et al (2022) and Illananingtyas (2022) also investigated the same issue and found positive and negative responses to learning in the adaptive learning era. This research will look at the perceptions of educators and students from a broader learning perspective, namely regarding the teaching and learning process.

Perception here can be described as an opinion or view that develops after experiencing certain experiences, where adjustments are needed (Agung & Surtikanti, 2020). Therefore, in this research, the perceptions of teaching staff and students are focused on student participation, delivery of material and assessments, as well as the use of online media that suit their needs and conditions. It is hoped that these factors can be used as a reference framework for evaluating online learning in the so-called adaptive learning era.

## **Research Method**

The study employs quantitative analysis method, which involve the systematic collection and analysis of numerical data through statistical techniques (Dornyei, 2007). This involved 10 teachers and 50 EFL undergraduate students from two universities in Indonesia who were selected using purposive sampling. The purposive sampling is seen to be more appropriate since the researcher has the opportunity to select certain individuals that may provide 'rich and varied insight' into what is being investigated (Dornyei, 2007). By selecting the sample purposively, the researcher is able to choose those who 'have the necessary knowledge and experience of the issue or object at their disposal for answering the questions in the interview – in observational studies – for performing the actions of interest' (Flick, 2009). The selected teachers are those who have experience in teaching English during the pandemic and the new normal, with at least 2 years of teaching experience. Meanwhile, selected students are those who were at least semester 5 and have had learning experience during the pandemic and the new normal.

Data collection was carried out by sending questionnaire link via WhatsApp under the assistance of teacher collaborators. The questionnaire uses a Likert scale with five rating scales (strongly disagree, disagree, neither/nor agree, agree, strongly agree). A questionnaire can be constructed in a way that contains factual questions, behavioural questions and attitudinal questions (Dornyei, 2007). Therefore, the questions are close-ended consisting of 5 statements about student participation, 5 statements about material delivery, 2 statements about teaching media, and 4 statements about assessment type. The teachers and students were asked to fill the same questionnaire remotely. The submitted responses were analysed using a t-test to find the mean, standards deviation, and *p* value of the responses in order to ascertained significant differences between the teachers and the students. The *p* value was compared to a set significance level (0.05) to decide whether the results are statistically significant or non-significant.

## **Results and Discussion**

### **Student Participation**

Student participation in class is a critical component of the learning process, encompassing various activities that actively engage students in their education. The following table shows teachers and students responses on what they think is an effective student participation.



**Table 1. Teachers and Students' views on Student Participation**

Items	Mean		Std. Deviation		<i>p</i>
	Teachers	Students	Teachers	Students	
Asking questions actively	3.33	2.26	1.528	0.798	0.04
Able to answer questions	4.00	2.74	0.000	1.014	0.04
Could independently share knowledge about the topic	3.67	3.45	0.577	1.109	0.74
Complete tasks	4.33	3.76	1.155	1.265	0.45
Able to study independently	4.33	2.69	0.577	1.352	0.04

Table 1 illustrates the differing perceptions of teachers and students regarding students' participation in classroom learning. Teachers rated students higher in terms of being more active in asking questions (teacher mean = 3.33; student mean = 2.26), actively answering questions (teacher mean = 4.00; student mean = 2.74), and studying independently (teacher mean = 4.33; student mean = 2.69). The *p*-values ( $\leq 0.05$ ) indicate a significant difference between the views of teachers and students. However, there is notable variability in teachers' responses regarding active question-asking, as evidenced by a higher standard deviation ( $SD = 1.528$ ). While, students responses vary in rating students being able to study independently ( $SD = 1.352$ ). Furthermore, both teachers and students agree that students should be able to independently share knowledge about the topic and complete assigned tasks, as indicated by the *p*-values of 0.74 and 0.45, respectively.

This suggest that the similarities underscore the shared understanding between teachers and students on the importance of autonomy in learning. It's evident that fostering an environment where students feel empowered to take change of their own education is crucial. Moreover, the significant disparancies in the perceptions regarding active participation suggest a potential area of focus for improving classroom management strategies. Teachers might consider incorporating more interactive and student-centred teaching methods to bridge this gap.

### **Material Delivery**

Effective delivery of educational material by teachers is crucial for maximizing student learning and engagement. The following table shows teachers and students views on the most effective strategies of material delivery.

**Table 2. Teachers and Students Views on Material Delivery**

Items	Mean		Std. Deviation		<i>p</i>
	Teachers	Students	Teachers	Students	
Easily heard/understood	5.00	3.60	0.000	1.149	0.04
Provides explanations for visuals (i.e., ppt slides) as opposed to reading them	5.00	3.64	0.000	1.411	0.11
More classroom activities	4.67	3.02	0.577	1.352	0.04
Online delivery is preferable	2.00	3.48	1.000	1.254	0.05
Asynchronous ways of delivery are preferable	3.33	3.29	1.528	1.312	0.95

Table 2 shows that there are significant differences between the teachers and students' view on material delivery in the classroom, where teachers rated high on how material delivery should be easily heard/understood (teacher mean = 5.00; student mean = 3.60), and that classroom activities are important (teacher mean = 4.67; student mean = 3.02). On the other hand, student rated high on online delivery (teacher mean = 2.00; student mean = 3.48), showing a significant difference with teachers view ( $p = 0.04$ ). These differences suggest that



while teachers emphasize the clarity and comprehensibility of material delivery in a traditional classroom setting, students appear to lean towards online delivery methods, perhaps valuing the flexibility and accessibility these methods provide.

### Teaching Media

Teaching media are vital tools in modern education, supporting diverse teaching methods and learning styles. By understanding teachers and students preferences in the use of media, educators can create more effective, engaging, and inclusive learning experiences. The table below describe teachers and students views on the use of media in the classroom.

**Table 3. Teachers and Students Views on Teaching Media**

Items	Mean		Std. Deviation		<i>p</i>
	Teachers	Students	Teachers	Students	
Visuals easily seen/heard	4.67	3.76	0.577	1.284	0.24
Using various teaching media/applications (Kahoot, Slipgrids, etc.)	4.00	3.64	1.000	1.226	0.63

Table 3 shows the result of the t-test indicating that there is no significant difference between the teacher and student regarding the use of teaching media in the classroom. The majority of teacher and students agree that teaching media should include visuals that are easily seen/heard (teacher mean = 4.67; student mean = 3.76), and should apply media/applications such as Kahoot, Slipgrids, etc. Although, both teachers and students, have slightly spread out responses indicated by high standard deviation.

Furthermore, the feedback from both groups highlighted the importance of interactive and engaging content in maintaining student interest and promoting better understanding. Both teachers and students emphasized the need for integrating technologies effectively, that allows for collaborative and hands-on activities. This alignment in perspectives suggests that future educational strategies should focus on enhancing multimedia literacy for teachers and incorporating more interactive elements in teaching media to cater to diverse learning styles.

### Assessment Type

The use of effective assessment types in education is essential for gaining a comprehensive understanding of student learning and development. By employing self, standardized, criterion-referenced, and norm-referenced assessments, educators can effectively measure student progress, provide meaningful feedback, and tailor instruction to meet the needs of all learners. The following table will give insight into teachers and students assessment type preferences.

**Table 4. Teachers and Students Views on Assessment Type**

Items	Mean		Std. Deviation		<i>p</i>
	Teachers	Students	Teachers	Students	
Sit-in test	2.00	3.81	1.000	1.418	0.04
Exercises or quizzes	2.67	3.71	0.577	1.349	0.19
Project-based task or group projects	4.00	3.69	0.643	1.137	0.64
Take-home assignment	3.00	3.71	0.000	1.312	0.36

Table 4 illustrates the types of assessment that are more preferable by the teachers and students. Students show a higher preference in sit-in test (teacher mean = 2.00; student mean = 3.81), having greater variability in students' responses (SD = 1.418) compared to teachers (SD = 1.000). However, when it comes to other types of assessment: exercises or quizzes, project-based task, and take-home assignment, both teacher and students show no significant



differences in their responses. Although, the standard deviation for these responses indicates that there is more consistency among teachers than among students.

This suggests that while both groups have similar average preferences for certain assessment types, the individual opinions among students are more varied. This variability might reflect different learning styles, levels of confidence, or prior experiences with these forms of assessment. Moreover, the consistency among teachers could be attributed to standardized teaching methodologies or shared professional development experiences that align their preferences. It's also possible that teachers, having more experience with assessment outcomes, have a more unified perspective on what constitutes effective evaluation.

### **Discussion**

The teachers and students in the current study exhibit a variety of views on teaching and learning in the adaptive learning era. One prominent area of divergence is their perspectives on students' participation. Previous studies during the COVID-19 pandemic (Kulal & Nayak, 2020; Rahmawati & Putri, 2020; Satrianingrum & Prasetyo, 2020) consistently found that student participation in the teaching and learning process was notably lacking. The findings of the current study further underscore this issue, highlighting that while both teachers and students agree on the importance of autonomous learning, significant differences exist in their views on classroom participation.

Both groups concur on the value of fostering students' ability to take control of their own learning, whether independently or collaboratively. However, a significant gap in perceptions emerges regarding the act of asking and answering questions. Hornay (2020) discovered that students often refrain from asking questions in the classroom due to a fear of interrupting the teacher and a lack of confidence. Conversely, teachers may interpret this reluctance as a lack of engagement or activity on the part of the students.

Understanding the underlying reasons for these differing perceptions is crucial. Students might feel discouraged from participating actively due to internal factors, such as embarrassment, as well as external factors, such as the classroom environment or teaching methods (King, 2013). To bridge this gap, it is essential to address these factors through supportive measures. Providing more opportunities for student input, fostering a more inclusive and encouraging classroom atmosphere, and implementing strategies that build students' confidence can enhance active participation. Teachers might consider integrating more interactive and student-centred teaching approaches, which have been shown to increase engagement and participation (Brown, 2007; Chan et al., 2014).

The differences in teachers' and students' views are also evident in their perceptions of material delivery. Teachers place greater emphasis on delivery strategies, while students focus more on the mode of delivery. Studies on students' perceptions of online learning during the pandemic have revealed a range of positive and negative responses. For instance, Abbasi et al. (2020), Agung & Surtikanti, (2020), Megawanti et al. (2020) found that most students held negative views on online learning due to issues such as limited internet access, problematic delivery modes, and the inaccessibility of teaching and learning materials. Conversely, a study by Harahap & Ratmanida (2021) indicated that students had positive perceptions of online learning because of the independence it offers. Additionally, Kulal & Nayak (2020) reported that online classes during the pandemic significantly influenced students' learning styles with support from teachers, although students acknowledged that online classes cannot fully replace traditional face-to-face instruction.





The students' perception on online learning in the current study is similar to what Mu'in et al. (2023) found that post-pandemic, students tend to have more positive perception on online learning, although their focus was more on the e-learning utilization. This shift in perception could be attributed to the increased familiarity and adaptability students have developed over time. With prolonged exposure to online learning environments, students have become more adept at navigating digital platforms and utilizing online resources effectively. Moreover, advancements in technology and the integration of interactive tools have enhanced the quality of online education, making it a more engaging and effective alternative.

Furthermore, the flexibility offered by online learning allows students to balance their academic responsibilities with personal commitments. This has been particularly beneficial for students who may have part-time jobs, family obligations, or other extracurricular activities. The ability to access course materials at any time and from any location provides a level of convenience that traditional classrooms cannot match.

However, it is important to acknowledge that the success of online learning is not uniform across all demographics. Disparities in access to technology, reliable internet connections, and a conducive learning environment at home can create significant barriers for some students. Therefore, this perhaps, explains why teachers in the current study focuses more on the ways to improve the traditional face-to-face classes.

The adaptability of the online learning was further seen on how teachers and students view the use of teaching media, where no significance discrepancy appear. This is obvious seen that the use of media is proven to enhance interactions and increase learning motivation (Adnyani et al., 2020). Learning during and post-pandemic has been more interesting and creative due to teachers' skill in delivering the material using appropriate media (Wati et al., 2022) and the richness of media which practically helped teaching (Harahap & Ratmanida, 2021).

Teachers have embraced various digital tools and platforms, ranging from interactive simulations to collaborative projects, fostering a more engaging and personalized learning experience (Adnyani et al., 2020; Nugroho & Mutiaraningrum, 2020). Students resilience and adaptability in this new learning mode have, perhaps increased their motivation, and collaborating with peers in virtual settings has become more interactive. As reported by Adnyani et al. (2020) that the use of online tools, which they focus on Kahoot! stimulates excitement, fun and motivation.

The positive reception of teaching media by both teachers and students underscores the importance of ongoing professional development for educators. Training programs that focus on effective media integration and digital literacy can further enhance teachers' ability to use these tools effectively. As teachers become more proficient in leveraging technology, they can create more engaging and impactful learning experiences. Moreover, the collaborative nature of online platforms also promotes greater student involvement. Tools such as discussion forums, virtual classrooms, and collaborative documents enable students to participate more actively in their learning process, fostering a sense of community and collaboration. This increased interaction not only enhances learning but also helps to build essential skills such as critical thinking, communication, and teamwork.

Above all the aspects of learning being discussed, assessment can arguably be considered the most challenging aspect of the transition from the pandemic to the post-pandemic learning for institutions accustomed to face-to-face oral or written exams. The shift in control towards the students makes it difficult to ensure academic integrity and prevent



cheating (Rapanta et al., 2020). However, an interesting finding in the current study is that students view sit-in test and exercises or quizzes more preferable compared to teachers.

This preference among students for sit-in tests and quizzes may stem from their familiarity with these traditional forms of assessment, which provide a clear structure and immediate feedback. Additionally, these methods might be perceived as fairer and more straightforward in terms of preparation and performance. However, teachers, with their broader perspective on evaluation, may favour alternative assessment methods that better capture a range of skills and learning outcomes.

The discrepancy in preferences highlights the need for a balanced approach to assessment in the adaptive learning era. Teachers need to consider integrating diverse assessment strategies that accommodate both student preferences and the pedagogical objectives of teachers. This might involve a combination of traditional assessments, such as sit-in tests and quizzes, with more innovative methods like project-based assessments, peer reviews, and digital portfolios.

The study provides valuable insights into the diverse perspectives of teachers and students on teaching and learning in the adaptive learning era. By addressing the identified gaps and leveraging the strengths of both traditional and digital learning environments, educators, students, and policy makers can collaboratively create a more effective and inclusive educational experience. Continued research and professional development initiatives are essential for promoting pedagogical practices that are reflective of diverse learner needs and conducive to meaningful educational outcomes.

## **Conclusion**

The transition from traditional face-to-face education to online learning during and after the Covid-19 pandemic has highlighted significant discrepancies between teachers' and students' perceptions of classroom participation and material delivery in the adaptive learning era. While teachers prioritize delivery strategies, students are more concerned with delivery modes. Both groups, however, recognize the importance of autonomous learning. The study also underscores the effectiveness of using diverse teaching media to enhance engagement and motivation, with no significant discrepancies between teachers' and students' views. The most interesting finding is on the assessment aspect where students show a preference for traditional sit-in tests and quizzes, while teachers are more open to varied assessment methods. Addressing these discrepancies requires a balanced approach that incorporates both student preferences and pedagogical objectives, leveraging technology and fostering a culture of integrity to ensure effective and fair evaluation in the evolving educational landscape.

## **Recommendation**

Based on the result of this study, the recommendations are as follows:

- 1) Teachers can incorporate both synchronous and asynchronous sessions to accommodate diverse student learning paces and utilize a mix of teaching methods, including visual, auditory, and interactive elements, to cater to different learning styles.
- 2) Students on the other hand need to participate in surveys and feedback sessions organized by the teacher or institution to share their learning experiences and suggestions, moreover engage in constructive dialogue with teachers about what works well and what can be improved in their learning environment.



- 3) Policy makers should allocate resources for ongoing training programs that help teachers enhance their digital teaching skills and adapt to new pedagogical approaches, encourage collaboration and knowledge sharing among teachers to promote best practices in digital education. There should be establish mechanisms for collecting feedback from teachers, students, and parents to assess the effectiveness of online learning strategies and using the input to inform policy adjustments and improvements in the educational system.
- 4) Further research could explore the long-term effects of these pedagogical changes on student learning outcomes and teacher effectiveness. Additionally, examining the perspectives of other stakeholders, such as parents and administrators, could provide a more comprehensive understanding of the educational

### Acknowledgment

This research is funded by LPPM Universitas Katolik Widya Mandira. We thank the teachers and students who willingly participate in this study.

### References

- Abbasi, S., Ayoob, T., Malik, A., & Memon, S. I. (2020). Perceptions of students regarding e-learning during covid-19 at a private medical college. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4). <https://doi.org/10.12669/pjms.36.COVID19-S4.2766>
- Adnyani, K. E. K., Adnyana, I. W., & Murniasih, N. N. (2020). *Teacher and Students' Perception on Using Kahoot! for English Learning*. <https://doi.org/10.2991/assehr.k.200115.011>
- Agung, A. S. N., & Surtikanti, M. W. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *SOSHUM: Jurnal Sosial Dan Humaniora*, 10(2), 225–235. <https://doi.org/10.31940/soshum.v10i2.1316>
- Agustina, D., Gleeson, M., & Hubbard, G. (2022). The EFL teachers' perceptions of learner autonomy and its development in an Indonesian context. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 520–535. <https://doi.org/10.24071/llt.v25i2.4801>
- Akhmadjonovna, R. K. (2021). The policy of learner autonomy ans the language teachers' task in fostering it. *International Scientific-Online Conference*. <https://doi.org/10.5281/zenodo.6949097>
- Alves dos Reis, C. A., Simões, M., & Flores-Tena, M. (2021). Students' pre and post COVID-19 perception of Higher Education switch to online: An exploratory study in Portugal. *Cypriot Journal of Educational Sciences*, 16(5), 2368–2377. <https://doi.org/10.18844/cjes.v16i5.6352>
- Begum, J. (2019). Learner autonomy in EFL/ESL classrooms in Bangladesh: teachers perception and practices. *International Journal of Language Education*, 12–21. <https://doi.org/10.26858/ijole.v1i1.6397>
- Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186–188. <https://doi.org/10.1093/elt/55.2.186>
- Brekelmans, M., Mainhard, T., den Brok, P. D., & Wubbels, T. (2009). Teacher control and affiliation: Do students and teachers agree? *Journal of Classroom Interaction*, 46(1).



- Brown, D. (2007). *Principles of language learning and teaching, Principles of Language Learning and Teaching*. Pearson Education.
- Chan, P. E., Graham-Day, K. J., Ressa, V. A., Peters, M. T., & Konrad, M. (2014). Beyond Involvement: Promoting Student Ownership of Learning in Classrooms. *Intervention in School and Clinic*, 50(2). <https://doi.org/10.1177/1053451214536039>
- Chowdhury, M. K., & Behak, F. B. P. (2022). Online Higher Education in Bangladesh during Covid-19: Its Challenges and Prospects. *Utamax : Journal of Ultimate Research and Trends in Education*, 4(1). <https://doi.org/10.31849/utamax.v4i1.7818>
- Debreli, E. (2012). Change in Beliefs of Pre-service Teachers about Teaching and Learning English as a Foreign Language Throughout an Undergraduate Pre-service Teacher Training Program. *Procedia - Social and Behavioral Sciences*, 46. <https://doi.org/10.1016/j.sbspro.2012.05.124>
- Dörnyei, Z. (2007) *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press. doi: 10.5054/tj.2010.215611.
- Flick, U. (2007) *Designing qualitative research, The Sage qualitative research kit*. doi: 10.4135/9781849208826.
- Harahap, P. A., & Ratmanida. (2021). An Analysis of Teachers and Students' Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara. *Journal of English Language Teaching*, 10(3), 374–389.
- Hornay, P. M. A. (2020). *Cultures of Learning in Indonesia: enacting the Higher Education language curriculum*. University of Leicester.
- Hornay, P. M. A. (2024). Understanding Indonesian Language Learners from their Cultures of Learning. *Edukatif: Jurnal Ilmu Pendidikan*, 6(3), 2336–2350.
- Hoxha, M., & Tafani, V. (2015). Promoting Learner Autonomy in Pre-service Teacher Education. *Anglisticum Journal (IJLLIS)*, 4(9).
- Illanangingtyas, T. (2022). The students' perception of English Language Teaching in the Post-pandemic Era. *Jurnal Koulutus: Jurnal Pendidikan Kahuripan*, 5(1).
- King, J. (2013). Silence in the second language classrooms of Japanese Universities. *Applied Linguistics*, 34(3). <https://doi.org/10.1093/applin/ams043>
- Kulal, A., & Nayak, A. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Association of Open Universities Journal*, 15(3). <https://doi.org/10.1108/AAOUJ-07-2020-0047>
- McLeod, J. (2011). Student voice and the politics of listening in higher education. *Critical Studies in Education*, 52(2). <https://doi.org/10.1080/17508487.2011.572830>
- Megawanti, P., Megawati, E., & Nurkhaifah, S. (2020). Persepsi Peserta Didik Terhadap Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19. *Faktor: Jurnal Ilmiah Kependidikan*, 2(1).
- Mohamed, N. (2006). *An Exploratory Study of the Interplay between Teachers' Beliefs, Instructional Practices & Professional Development*. The University of Auckland.
- Moore, A. (2012). *Teaching and learning: pedagogy, curriculum, and culture* (Second Edition). Routledge.
- Mu'in, F., Mariani, N., Nasrullah, N., & Amelia, R. (2023). EFL Students' Perception on E-Learning in Post-Pandemic: Assessment, Learning Outcome, Evaluation & Problem





- Faced. *Utamax : Journal of Ultimate Research and Trends in Education*, 5(1). <https://doi.org/10.31849/utamax.v5i1.11615>
- Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. Routledge.
- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, 5(2). <https://doi.org/10.30659/e.5.2.304-321>
- Özmen, K. S. (2012). Exploring student teachers' beliefs about language learning and teaching: A longitudinal study. *Current Issues in Education*, 15(1).
- Rahmawati, & Putri, E. M. I. (2020). Learning From Home dalam Perspektif Persepsi Mahasiswa Era Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*, 1.
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, 2(3). <https://doi.org/10.1007/s42438-020-00155-y>
- Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1). <https://doi.org/10.31004/obsesi.v5i1.574>
- Seale, J. (2009). Doing student voice work in higher education: an exploration of the value of participatory methods. *British Educational Research Journal*, 36(6), 995–1015. <https://doi.org/10.1080/01411920903342038>
- Seymen, S. (2012). Beliefs and Expectations of Student Teachers' about their Self and Role as Teacher During Teaching Practice Course. *Procedia - Social and Behavioral Sciences*, 46. <https://doi.org/10.1016/j.sbspro.2012.05.245>
- Taylor, C., & Robinson, C. (2009). Student voice: theorising power and participation. *Pedagogy, Culture & Society*, 17(2), 161–175. <https://doi.org/10.1080/14681360902934392>
- Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. *Educational Technology Research and Development*, 65(3). <https://doi.org/10.1007/s11423-016-9481-2>
- Wati, D. R., Miranti, M. G., Suhartiningsih, & Purwidiani, N. (2022). Student's Perception Of Learning In the adaptive learning era Of Covid-19 . *Innovation of Vocational Technology Education*, 1.
- World Health Organization (WHO). (2020). *Coronavirus disease (COVID-19) advice for the public*. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public%0A>. <https://www.undp.org/sites/g/files/zskgke326/files/migration/bw/un-BW-covid19-newsletter-01.pdf>
- Xu, L. (2012). The role of teachers' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies*, 2(7). <https://doi.org/10.4304/tpls.2.7.1397-1402>
- Zheng, H. (2013). Teachers' beliefs and practices: a dynamic and complex relationship. *Asia-Pacific Journal of Teacher Education*, 41(3). <https://doi.org/10.1080/1359866X.2013.809051>